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This Community Starter Kit was created to provide a variety of activities for educators that are engaging and easily facilitated with little to no materials. Activities are alphabetical as listed below and categorized by “Get-to-know-you Activities” and “Collaboration Activities.” Additionally, we have provided a list of community connectors and reflection questions to aid in your lesson planning process. Community connectors offer groups a chance to check-in, learn new facts about one another, and build a sense of connection prior to engaging in a group activity or meeting. Reflection provides students the time and space to process their experiences, capture their learning, and make connections to their daily lives.

Connector Questions
Each Embarc lesson starts with an opening journal prompt or community connector question. Community connectors offer groups a chance to check-in, learn new facts about one another, and build a sense of connection prior to engaging in a group activity or meeting.

Experience Bingo		**Ro-Sham-Bo - Get to Know You**	**Soundtrack of My Life**
Objective: To get to know the people in a space and learn about their lives. **Timing:** 15-20 min		**Objective:** To get to know the people in a space and build community through team celebration/support. **Timing:** 5-10 min	**Objective:** To identify the music that defines important moments, experiences, and feelings related to students' identities **Timing:** 20-40 min

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Story Circle **Objective:** To identify differences and commonalities amongst a community, and create increased feelings of trust and connection. **Timing:** 30-60 min		**Wagon Wheel** **Objective**: To connect with and get to know many people in a space. **Timing:** 15-30 min	**Where the Wind Blows** **Objective**: To get to know people in a space and identify commonalities/ differences. **Timing:** 10-15 min

Activity Overview 2

Animal Farm/ Salt & Pepper Pairs **Objective:** To practice communication, listening, and teamwork. **Timing:** 5-10 min	**Blobs and Lines Chain Stories** **Objective:** To identify commonalities in a group and practice teamwork and communication. **Timing:** 15-30 min **Objective:** To practice collaboration, creativity, and improv. **Timing:** 15-30 min	**Fishbowl** **Objective:** To practice active listening, communication, problem solving, and teamwork. **Timing:** 30-45 min	**Lost at Sea!** **Objective:** To practice working as a team and building consensus. **Timing:** 30-45 min
Mash-Up Inventions **Objective:** To encourage innovation and creativity and practice teamwork and communication. **Timing:** 15-30 min	**Minefield Numbers** **Objective:** To practice communication and teamwork and build trust in pairs/group. **Timing:** 15-20 min **Objective:** To practice strategic thinking and collaboration in larger teams. **Timing:** 15-20 min	**Tic-Tac-Toe Trivia** **Objective:** To practice collaboration and strategy and brush up on trivia. **Timing:** 15-30 min	**Traffic Jam** **Objective:** To practice teamwork and strategic thinking. **Timing:** 15-20 min

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Reflection
Each Embarc lesson closes with reflection. Reflection offers students the time and space to process their experience, capture their learning, and make connections to their daily lives.

➕ Click on the Activity Title to go directly to activity
➕ For additional community building resources, check out our Team Building Toolkit.

These lessons will allow students to practice and develop mastery in the following Common Core State Standards and 21st Century Skills.

➕ **CC.9-10.SL.1 Comprehension and Collaboration:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	➕ **Learning and Innovation Skills:** ○ Think Creatively ○ Work Creatively with Others ○ Communicate Clearly ○ Collaborate with Others

Activity Overview 3

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Below indicates which Active Aspects are presented the most frequently throughout this unit:

Action	Reflection
➕ **(A) Practice: Discover, Understand** ➕ **(A) Choose: Discover** ➕ **(A) Tinker: Understand** ➕ **(A) Contribute: Understand**	➕ **(R) Describe + Evaluate: Discover** ➕ **(R) Connect: Discover**

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Objective: Community connectors offer groups a chance to check-in, learn new facts about one another, and build a sense of connection prior to engaging in a group activity or meeting.

Timing: 5-10

Resources/Materials:
- Display for connector question

What is a Community Connector?

Community connectors offer groups a chance to check-in, learn new facts about one another, and build a sense of connection prior to engaging in a group activity or meeting. Connectors can be displayed on the board as a bellringer prompt to offer students time to think about their answer or teachers can utilize other strategies for share outs like an open forum, a whip around, a pair share, or a shapeshifter.

- Open Forum: Sharing out whole group style
- Whip-around: Each person in a space shares in order (e.g. share around in circle)
- Pair share: Share your response with a partner
- Shape shifter: Note this strategy requires three prompts.
  - Triangle: Share your response in a group of three.
  - Square: Share your response in a new group of four.
  - Circle: Share your response as a whole group.

Community Connector Examples:

- Rose/Bud/Thorn:
  - Rose: Describe a success or something positive that happened today or this week.
  - Bud: Describe a new idea or something you are looking forward to doing in the coming week.
  - Thorn: Describe a challenge you experienced or something you can use support with today or this week.
- High/Low/Woah/Bro
  - High: What is a highlight of today/week?
  - Low: What was a low point or area of improvement of today/week/experience?
  - Woah: What is a random fact, crazy moment, or funny incident of today/week?
  - Bro: Who is someone that has helped you today/week/experience that you want to shout out?
- If you could live forever, how would you live your life differently? ● What is something about you today that the old you would find surprising?
- How long do you think you could go without technology (phone, tv, computer, etc.)?
- If you could add anyone to Mount Rushmore, who would it be? Why? ● What color describes your mood today? Why?
- Who would be your celebrity best friend? Why?
- What song has been stuck in your head?
- If you were a food item, what would you be?
- If you could create one rule at school, what would it be?

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	● If you had to eat the same food every day, what would you eat? ● If you were an animal, what would you be and why? ● If you had a time machine that could only work once, what point in the past or future would you visit? Why? ● Imagine you discover a beautiful island where you decide to build a new society. What is the first rule you put in place? Why? ● Would you rather be able to run at 100 miles per hour or fly at 10 miles per hour? ● Would you rather be a superhero or the world's best chef? ● Would you rather be an Olympic gold medallist or an astronaut? ● Would you rather be able to teleport or be able to fly? ● How long do you think you could go without technology (phone, tv, computer, etc.)? ● What three things would you do if you were invisible? ● If your life was captured in the "expectation vs. reality" meme, what would the two pictures be? ● If your life was captured in the "expectation vs. reality" meme, what would the two pictures be? ● A genie grants you one wish; what do you wish for? ● If you could be a character in any movie, what character and what movie would it be? ● If you could only listen to one artist for the rest of your life, who would it be? ● If you could learn one new professional skill, what would it be? ● If you could learn one new personal skill, what would it be? ● If you were a baseball/softball player, what would be your walk out song? ● You have your own late night talk show, who do you invite as your first guest? ● If there was a wildcard division in the Olympics for average people, what is an event that you could enter and not lose? ● If you were left on a deserted island with either your worst enemy or no one, which would you choose? Why? ● Say you're independently wealthy and don't have to work, what would you do with your time? ● If you had to delete all but 3 apps from your smartphone, which ones would you keep? ● If you could add anyone to Mount Rushmore who would it be; why? ● Which band / artist – dead or alive would play at your funeral? This list is by no means exhaustive and is just a starting ground to offer examples. We encourage you to create your own questions or invite students to create their own community connectors. Some sentence stems include: ● If you could/were/had ____, ____? ● Would you rather ____ or ____ ● This or that: ____ or ____ ● What ____ describes you today/in the past? ● What's your opinion on____?

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	• Describe your ideal ____.

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Objective: Each Embarc lesson closes with reflection. Reflection offers students the time and space to process their experience, capture their learning, and make connections to their daily lives.

Timing: 5-10

Resources/Materials:
- Display for reflection question

Why is reflection important?
Reflection is a key component of all Embarc experiences as it provides students the time and space to process their experiences, capture their learning, and make connections to their daily lives.

Reflection Questions:
Each activity page has individual reflection questions tailored to the activity itself. Below are additional reflection questions/sentence stems that can be used across a variety of lessons and activities:

- What are we doing well? How can we improve?
- How were you successful at ___?
- How does this activity connect to ___?
- How can you/did you support a peer today?
- Something/Someone I would like to know more about today is ___, because ___.
- Something I found out about myself is ___.
- I really admire the way that ___ did ___.
- I want to thank ___ for ___.
- The advice I would give someone else that will do this activity is ___.
- When we started this activity, I felt ___. Now, I feel ___, because ___. ● I overcame ___ challenge by ___.
- What is your big takeaway/learning from this lesson/activity? ● How did your feelings evolve throughout the activity? What contributed to your emotions?
- What was something that you learned/did today that you enjoyed? Why?
- What or who are you grateful for after this experience? Why?

Strategies for Reflection: Reflection is an ongoing process and can be implemented using a variety of strategies. Some of our most popular strategies include:

- Open Forum: “Let’s hear a brief comment on...”
- Write it out: Have students write down their answer to a reflection question on a sticky note or in a journal
- Whip-around: Ask for a word, phrase, comment from each team member ● Rate from 1 to 5: Ask group for feedback on a particular activity/lesson/decision
- Pen, Pencil, Eraser: Whole group, pairs, or independent
  - Pen: Something you would do again
  - Pencil: Something you are unsure about
  - Eraser: Something you would redo
- Creative Reflection: Capture reflection through a drawing or creative writing sample

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	● Shout-out/Take-back: Whole group after an activity ○ Shout-Out: Gratitude for a classmate/adult ○ Take Back: Idea/lesson/skill you learned ● 3-2-1 protocol: Have students write down their answers to the following: ○ 3 Things you learned: during the activity/lesson, about yourself, about your classmates ○ 2 People you want to share your learning with ○ 1 Personal goal you want to achieve because of this lesson

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ARC Objectives: ➕ **(R) Describe + Evaluate**: Talks about feelings and thoughts related to experiences ➕ **(A) Practice. Discover:** Connects with others to develop skills **Timing:** 15-20 min **Resources/Materials:** ○ Printed copy of Experience Bingo for each participant	**Instructions:** ● Give each student/participant an experience bingo card and something to write with. ● Explain that the group will have 10 minutes to fill out as many of the spaces as possible. ● Spaces can be filled in any order groups choose. ● Students/participants may not use the same person for multiple squares. This is to encourage students to connect with as many people as possible (Note: If your class is less than 24, consider changing this to maximum 2 squares per person). ● Within each box, students should write the name of the person they connected with and the corresponding information that is requested in the square. ● Encourage students/participants to ask follow up questions or share connections when they connect with one another. **Potential Questions for Reflection:** ● What was something that you had in common with someone else? ● What is something you found interesting about someone else? ● Who is someone you wish you had more time to chat with? Why?

Name: _____ Class: _____

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Has at least one sibling. Write their name AND the name of their sibling(s).	**Can speak more than one language.** Write their name AND the languages they speak.	**Plays a sport.** Write their name AND the sport they play.	**Loves to cook.** Write their name AND their favorite dish to cook.	**Has traveled outside the country.** Write their name AND the country.
Was born outside of Chicago. Write their name AND their birth place.	**Can play a musical instrument.** Write their name AND the instrument they play.	**Shares the same favorite artist/song with you.** Write their name AND the artist/song.	**Prefers reading over watching TV/movies.** Write their name AND their favorite book.	**Has a pet.** Write their name AND the name of their pet and its breed (e.g. cat/dog/fish).
Is a morning person. Write their name AND their favorite thing to do in the morning.	**Has a special talent.** Write their name AND their talent.	**FREE SPACE**	**Collects things.** Write their name AND the thing that they collect.	**Prefers outdoor activities over indoor activities.** Write their name AND their favorite outdoor activity.
Has a family tradition. Write their name AND describe the tradition.	**Has a job.** Write their name AND their job title and employer.	**Shares the same favorite food.** Write their name AND the food.	**Enjoys reality TV.** Write their name AND their favorite reality TV show.	**Has completed a DIY project.** Write their name AND what they DIYed.
Can recite an entire song or poem from memory. Write their name AND the name of the song/poem.	**Can sew, knit, or crochet.** Write their name AND the coolest thing they've ever made.	**Has a summer birthday.** Write their name AND their favorite summer activity.	**Was named after someone else.** Write their name AND who they were named after.	**Has met someone famous.** Write their name AND the famous person.

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ARC Objectives:

- ➕ **(R) Describe + Evaluate**: Talks about feelings and thoughts related to experiences
- ➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 30-60 minutes*
*time can be adjusted for each round, and rounds can be added based on group interest/need

Resources/Materials:

- Life Legacy Questions

Facilitator Note: Print out copies of Life Legacy questions for each participant. To support pairing, it may be helpful to print on two different colors (e.g. partners with X color rotate. Find a partner with a different color than you).

Instructions:

- Give each student a copy of the life legacy questions and split students into pairs.
  - Have pairs set up so that they are facing each other, and if possible, remove any items in between pairs to limit distractions (e.g. desks, laptops, etc.). Pairs should be spaced far enough apart to keep conversations between pairs private and limit distractions.
- Pairs will have 8 minutes for each conversation. Conversations can be based on the questions on the "Life Legacy" sheet, but encourage pairs to let their conversations grow into its own direction.
- When 8 minutes are up, have students independently reflect on the back of their paper on the following questions:
  - What is something you had in common with your partner? ○ How did you know your partner was listening to you?
- Have students rotate to a new partner for a second round. In their new pair, pairs can choose to discuss new questions or the same questions. After 8 minutes are up, have students independently reflect on the back of their paper on the following questions:
  - What is a lesson that you learned from your partner
  - What is something your partner said that you found inspiring?
- Have students rotate to a new partner for a final round*. In their new pair, pairs can choose to discuss new questions or the same questions. After 8 minutes are up, have students independently reflect on the back of their paper on the following questions:
  - What is something you learned today about yourself or others that you want to take into the rest of your day or the rest of your life?

Reflection: Conduct a whole group reflection, inviting students to share out any of their independent reflections or take aways. Then, have students consider:

- How did this activity amplify relationships and connection? ○ What can our class do to amplify relationships and connections each day/week?
- What can you commit to doing each day to prioritize

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	relationships and connection?

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1. What was a talent of yours that makes you feel proud?

2. What do you like best about living in Chicago/your neighborhood?

3. If you could watch everything that's happened in your life thus far, what would your most treasured memory be?

4. What is an activity that makes you lose track of time? Do you do it often? Why or why not? 5.

What is something guaranteed to make you smile?

6. What have been the most influential experiences in your life?

7. Who have been the most influential people in your life?

8. What has someone in your life convinced you to do, that you would've never done if it weren't for them? Explain how that relationship and experience impacted you.

9. When, where, or by whom have you felt the most seen and valued?

10. If you could send a message to the entire world, what would you say in 30 seconds?

11. What have you done this school year to make someone's life better?

12. What can you do today that you couldn't do a year ago? What do you hope to be able to do at this time next year?

13. What is something you hope to do in your life? What inspired you to want this?

14. What's the kindest act that you've seen done (either to/by you or another)? 15.

What have been the most important successes in your life? The frustrations? 16.

How do you define success?

17. Describe an experience that included a lot of setbacks and obstacles. How did that experience impact you?

18. Describe a relationship that you currently have that has survived a lot of setbacks and obstacles. How did it survive and how does that inform other relationships in your life?

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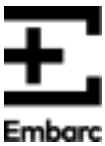
19. How do you want others to remember you?



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ARC Objectives:

➕ **(R) Connect. Discover**: Talks about learning and relates to past experiences/ knowledge

➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 15-30 minutes

Resources/Materials:

○ Blank sheet of paper

Instructions:

- Give each student a blank piece of paper and a writing utensil.
- Instruct students to draw a pig and allow 5 minutes to draw the pig.
- Students should do this independently, without any help from classmates or the internet. It is important that the pig is drawn based on their internal image of a pig.
- Guide students through analyzing their pigs as a group, stopping to individually reflect between each stage.

Stage 1: Where on your paper is your pig drawn? If your pig is drawn...

- Toward the top of the paper: You have a tendency to be positive and optimistic. You approach all situations with an asset mindset and tend to only see strengths.
- Toward the middle: You have a tendency to be a realist. You take in the present reality of a situation and can see both areas strengths and areas of improvement.
- Toward the bottom: You have a tendency to be pessimistic. You tend to fixate on areas of improvement.

Independently, with a partner, or as a class, **STOP & REFLECT**:

- Do you feel that this is accurate? Why or why not?
- What are the potential drawbacks or challenges of being overly optimistic/pessimistic in situations?
- How does your level of optimism/pessimism/realism influence your interactions with others – personally and professionally?
- What strategies can you use to maintain a healthy balance of optimism and pessimism?

Stage 2: Where on your paper is your pig facing? If your pig is drawn...

- Facing Left: You have a tendency to believe in tradition and be friendly. You like structure and rules.
- Facing Right: You have a tendency to be innovative and active. You like flexibility and freedom to be creative.
- Facing Front: You have a tendency to be direct, and you enjoy playing the role of devil's advocate. You do note fear confrontational discussions.

Independently, with a partner, or as a class, **STOP & REFLECT**:

- Do you feel that this is accurate? Why or why not?
- Think about a time when you worked successfully on a team or in a group. What were your strengths? How were your strengths complemented by the strength of your team?

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Stage 3: How many details does your pig have? If your pig is drawn... ● With many details: You have a tendency to be analytical, but may also be prone to being cautious to the point that you struggle with trust. ● With few details: You have a tendency to be emotional and to focus on the larger picture rather than focusing on details. You also have a tendency to be a great risk taker and may sometimes be prone to impulsive decisions.

Independently, with a partner, or as a class, **STOP & REFLECT**: ● Do you feel that this is accurate? Why or why not?

- What makes you feel trust in others?
- What are the benefits of being detail-oriented? What are the benefits of seeing the bigger picture?

Stage 4: How many legs does your pig have?

- With less than 4 legs showing: May indicate that you are living through a major period of change and as a result you may be prone to struggling with insecurities.
- With 4 legs showing: You have a tendency to be secure and to stick to your ideals. However, others may describe you as stubborn.

Independently, with a partner, or as a class, **STOP & REFLECT**: ● Do you feel that this is accurate? Why or why not?

- Think about a time when you lived through a big change. How did you respond to this change? Is this how you typically respond to change? Why or why not?
- What emotions do you associate with change?
- What strategies do you use to cope with big changes?

Stage 5: What do the ears and the tail of your pig look like?

- With large ears: Indicates how good of a listener you are (the bigger, the better).
- With a long tail: Indicates how intelligent you are (the longer, the better)

Independently, with a partner, or as a class, **STOP & REFLECT**: ● Do you feel that this is accurate? Why or why not?

- What makes a good listener? How do you know when someone is actively listening?
- How does it make you feel when you know that someone is actively listening?
- How do you define intelligence?

Stage 6: What does the background of your pig look like?

- With a background: You have a strong sense of home, community, and belonging.

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	● No background: You have a tendency to stick to yourself and may feel like you don't fit in or belong. Independently, with a partner, or as a class, **STOP & REFLECT**: ● Do you feel that this is accurate? Why or why not?

	● How do you define "community"? ● How do you define "home"? ● What makes you feel a sense of belonging?

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ARC Objectives:

- ➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences
- ➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 5-10 min

Resources/Materials:

- Get-to-know-you questions displayed on the board

Instructions:

- Have students find a partner to play “Ro, Sham, Bo” (rock, paper, scissors). Explain to students that they show your choice on “Bo.”
- Round 1: No elimination:
  - Winners will play other winners. The winner chooses whether they want to ask or answer a get-to-know-you question that is displayed on the board. Use the ��to show that you won.
  - Losers will play other losers. Use the ✌ sign to show that you lost.
- After 3-5 minutes of playing in this way, pause students and let them know that they will now transition to Ro-Sham-Bo Elimination.
- Round 2: Ro-Sham-Bo Elimination
  - This time, the winner will play another winner. The winner chooses whether they want to ask or answer a get-to-know-you question that is displayed on the board and will use the ✌to show that they won.
  - Losers will become the cheerleader for their winner, creating a train of support behind them.
  - Rounds will continue until a Ro-Sham-Bo Champion is crowned.

Potential Reflection Questions:

- Did you prefer asking or answering questions more? Why?
- What is something you learned about a competitor?
- What is something you had in common with a competitor?
- How did it feel to become a cheerleader after losing in Round 2: Ro-Sham-Bo Elimination?
- If you were a winner during Round 2: Ro-Sham-Bo Elimination, how did it feel to have a train of support behind you?
- How do you best receive support or celebration?
- What can we do each class to ensure that we are supporting and celebrating our classmates?

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Getting-to-know-you questions 1. What kind of music do you like? 2. What's your favorite sport to play? 3. Where were you born? 4. Do you have any pets? 5. What's your favorite ice cream flavor? 6. Can you play an instrument? If so, which instrument? 7. What's your favorite YouTube channel? 8. Which cartoon character do you wish was real? 9. What's the weirdest thing you've ever eaten? 10. What's your favorite thing to do when you're alone? 11. What is your hidden talent? 12. How would you spend a rainy day? 13. Who is your favorite superhero? 14. What's your favorite line from a movie? 15. What's the most unusual thing in your school bag right now? 16. What's the best gift you've ever gotten? 18. What's the bravest thing you've ever done? 19. How many books did you read this summer? Which one was your favorite? 20. What's the first thing you do in the morning?	**Icebreaker questions to start conversations** 21. What's one thing that made you laugh recently? 22. If you could ask your favorite celebrity one thing, what would you ask? 23. If you were invisible for a day, what would you do? 24. If you could go anywhere in the world, where would you go? 25. If you could invite four famous people to dinner, who would you invite and why? 26. If you could visit any planet, where would you go and why? 27. If you won a million dollars, what would you do with it? 28. If you could trade places with a character from your favorite movie or TV show, who would you choose and why? 29. If you had to change your name, what would you change it to? 30. What do you think makes a good friend? 31. What's something you have in common with the person next to you? 32. If you were a famous person, what would you be famous for?
Would you rather questions 33. Would you rather play sports or watch them? 34. Would you rather be part of the Incredibles family or the Weasley family (from Harry Potter)? 35. Would you rather live in a world of legos or a world of cartoons? 36. Would you rather have a pet dinosaur or a pet dragon? 37. Would you rather live in a house made of cheese or a house made of cookie dough? 38. Would you rather be a mouse or an elephant? 39. Would you rather be invisible or be able to fly? 40. Would you rather live at Disney World or Sea World?	**Questions to spark the imagination** 41. Imagine you discover a beautiful island where you decide to build a new society. What is the first rule you put in place? 42. If it was raining meatballs, would you eat them? 43. If you could pick 3 animals to put together and create a new animal, which animals would you pick? What would it be called? 44. If you could be any emoji, which one would you be? 45. If you were a superhero, what would be your superpower? 46. If you had a time machine that could only work once, what point in the past or future would you visit? 47. If you were running for president, what would your campaign slogan be? 48. If you had a TV show about your life, what would it be called and who would play you? 49. If you had to create a nickname for yourself, what would it be? 50. If you had a robot to help you with school, but it could only do one task, what would it do?

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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Practice. Understand:** Applies new skills/ ideas in a creative way

Timing: 20-40 Minutes

Resources/Materials:

○ Paper/marker OR device

Instructions:

- Give students time to create a "Soundtrack of their Life" using the following prompts:
  - A song that makes you happy
  - A song that gets you in your feelings
  - A song that gets you pumped up
  - A song you know all the words to
  - A song you sing out loud every time you hear it
  - A song that you wish more people knew
  - A song by your favorite music artist
  - A song about your future
  - A song related to your favorite holiday
  - A song that makes you feel like a boss
- Have students create an album cover that represents key aspects of their life. Encourage students to be creative or consider a collage of photos. Have students look at the album covers of their favorite artists for inspiration.
  - For digital albums:
    - Students can also use Canva or Google Slides to create their album cover and set list.
- Have students share their albums with a small group/class and conduct reflection.

Facilitator Note: Consider creating a playlist for each student or using students' songs for each category to listen to throughout the year.

Potential Questions for Reflection: After completing a desired amount of rounds, conduct a quick reflection. Potential reflection questions are: ● What is a song you had in common with someone else?

- What is something new you learned about a classmate?
- What surprised you about the different soundtracks?
- What artist/song/genre are you interested in learning more about? ● What is your relationship to music?
- How would you describe the role of music in your own life? ● How might music support you through processing emotions or experiences?

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ARC Objectives:

- ➕ **(R) Describe + Evaluate:** Talks about feelings and thoughts related to experiences
- ➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 30-60 minutes

Resources/Materials:

- Space for small groups to sit in a circle away from other groups

What is a story Circle?

A Story Circle is a small group of individuals sitting in a circle, sharing stories—usually from their own experience or imagination—focusing on a common theme. As each person in turn shares a story, a richer and more complex story emerges. By the end, people see both real differences and things their stories have in common. A Story Circle is a journey into its theme, with multiple dimensions, twists, and turns.

Instructions:

- Explain to students what a story circle is and its purpose.
- Remind students of the class community agreements and offer students the chance to add any agreements to the list to honor story sharing. If a class has not yet created community agreements, you can use/adapt the following agreements (adapted from adrienne maree brown, Emergent Strategy, pg. 229 - 230):
  - Listen from the inside out, or listen from the bottom up (a feeling in your gut matters)
  - Be open to learning - stretch yourself, stay curious
  - Less preparation, more presence - listen intently and be in the present moment
  - Value the process as much as, if not more than, you value the outcomes
  - Make space. Take space. - post-ableist rendition of 'step up, step back'
  - Privacy—take the lessons, leave the details
  - Yes/And, Both/And - hold space and possibility for multiple simultaneous truths
  - Assume best intent, attend to impact
  - Self-care and community care
- Have students get into groups of 5-7 and have each group sit in a circle.
  - Note: This can be done in a whole group, but it is best in smaller groups.
- Ensure that there is enough space between groups to minimize disruptions and distractions.
- Have groups designate:
  - A story circle leader, who will read the prompt for each round and ensure that each person has the opportunity to share.
  - A timekeeper, who will gently remind storytellers when their time is up (about 2 minutes per person).
- Read the following script:
  - Each group will go around the circle multiple times to tell short stories about each prompt.

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- The story circle leader will read each prompt for each round and ensure that each person has the opportunity to share.
- The important things to remember are that:
  - Stories can be about any experience, any situation. All stories have value and there is no right answer. With that said, a story has a beginning, a middle, and an end. This isn't a time to offer opinions or commentary, but to share something you experienced or observed.
  - Listening is as important as speaking; each person receives full attention while telling his or her story. It isn't about performance: the idea is to listen for the essence of what is being shared, however the storyteller wants to tell it.
  - If you're thinking about the story you're going to tell when it's your turn, it won't be easy to give your full attention to other storytellers. Don't worry about preparing the best story. Don't make notes. I guarantee that stories will arise in your mind, and you will have one to tell when the time comes. Just focus on listening and the rest will take care of itself.
  - You can pass, and will be given another opportunity to tell a story at the end of the circle. If someone declines, that's fine. Don't insist.
  - There are absolutely no questions, criticisms, cross-talk, or comments on any story while sharing is going on or after a story is complete. Every story anyone wants to share is welcome. Even if someone's story reminds you of your own experience—even if you were there when the story unfolded and remember it differently—it's not okay to contradict, correct, or embellish someone else's story.
  - We thank each storyteller and take a breath between stories to let them sink in before the next story comes.

Potential Prompts: Oftentimes, groups will have time for 3-5 rounds in one hour. Below is a list of sample prompts:

- Share a story about a time that made you smile. This could include a connection you had, a moment of pride, or a moment of joy.
- Share a story about a time you felt a sense of belonging
- Share a story about an element or object which grounds you (e.g. ocean, touchstone, etc...).
- Share a story about a mentor or ancestor who taught you something important.
- Share a story about a time you broke through a barrier to connect with someone different from yourself or with whom you disagreed.
- Share a story about a time where you experienced hope.
- Share a story about a time where you experienced a moment of growth.

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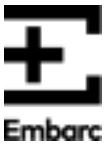
	Potential Questions for Reflection: After completing a desired amount of rounds, conduct a quick reflection. Potential reflection questions are:

	• What word or symbol reflects your feelings or a theme that arose from the stories? • What were some notable differences? • What touched you, if anything? • What feelings and ideas were sparked? • What did you want to know more about?



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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 20-25 min

Resources/Materials:

○ Twitter Updates Profile

Instructions:

- Give students 10 minutes to fill out their profile. Students should fill out the following information on their Twitter Updates Profile. ○ Name/Class/@
    - ■ @ is their handle/username and should identify who the student is
    - ○ Profile Pic: Add/draw a picture of themself or something that represents a piece of their identity
    - ○ Bio: This should be short and quick and gives a viewer a glimpse into their life
    - ○ Pinned Tweet: Under "pinned tweet", students should add their response to a prompt chosen by the teacher. Prompts should be open ended. Example Prompts (also see Community Connectors and Ro-Sham-Bo Get to Know You for additional questions):
        - ■ What is your ideal day?
        - ■ What would you do if you knew you would never fail?
        - ■ If you were principal for a day, what would you do?
- Once students have filled out their profile, hang up the profiles around the room like a gallery.
- Give students time to read each other's answers and respond to at least 3-5 classmates. Students can either write directly on the profile directly below the pinned tweet or on sticky notes that can be stuck to the profile. Have students sign their responses with their handles!

Reflection: Conduct a whole group reflection.

- ○ What was something that you had in common with someone else?
- ○ What is something you found interesting about someone else? ○ Which "pinned tweet" did you want to learn more about?

Name: _____ Class: _____

Instructions: Fill out the following information on your profile.

- Name/Class/@
    - ○ Make sure your handle @ is appropriate and identifies who you are!

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- Profile Pic: Add/draw a picture of yourself or something that represents a piece of your identity
- Bio: This should be short and quick and gives a viewer a glimpse into your life
- Pinned Tweet: Under “pinned tweet”, add your response to the prompt given by your teacher.

Name: **Class:** @	
Profile Pic:	
Bio:	

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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Choose. Discover:** Talks about advantages / strengths

Timing: 20-30 min

Instructions:

- Explain to students that a personality test can help:
  - You/teachers plan lessons and activities based on student needs and strengths.
  - Students understand strengths and traits that may influence how they interact with others.
  - Students identify potential needs, traits, strengths, stress points, and potential career pathways.
  - Students and teachers appreciate other personality types. ● Explain to students that they may be a combination of two personalities and they may not agree with every part of their results. This is just a means for reflection about our personalities.
- Give students 5-10 minutes to fill out their test.
- After students have completed their score cards, give students 10 minutes to read through their color analysis.

Reflection: Have students reflect in pairs.

- Do you think your results are accurate? Why or why not?
- Which components of your personality analysis are accurate? Which are inaccurate?
- What are your strengths? What assets do you bring to a team? ○ What are your personal growth areas? What can you do to improve these areas?
- What are the benefits/drawbacks of working in a group with all the same personalities?
- What are the benefits/drawbacks of working in a group with different personalities?

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	○ Why is it helpful to understand how our personalities influence our perceptions of ourselves and how we interact with others? ○ Why is it helpful to understand the personalities of others in our class/team? ○ How might you use your results to influence your role next time you are in a group or on a team? ○ How do you like to receive praise? When do you like to receive praise? ○ What needs/support do you need from your teachers/classmates to be successful? ○ What careers or post-secondary pathways might you consider or explore based on your current personality/results?

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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 15-30 min

Resources/Materials:

○ N/A

Instructions:

- Explain to students that they will either gather in a “blob” based on something they have in common (e.g. same favorite snack) or work together as a class to line up in a particular order (e.g. birthday).
- Students are encouraged to communicate and chat during “blob” creation, but they must complete line up SILENTLY.
- Conduct 4-6 rounds alternating between blobs and lines. ● Potential prompts for Lines:
  - ○ Line up in order of your birthdays from Jan 1 to Dec 31.
  - ○ Think of an animal. Line up in order of SIZE from smallest to largest.
  - ○ Line up in alphabetical order of first/last name.
  - ○ Line up based on height.
- Potential prompts for blobs:
  - ○ Create a blob with people who share the same favorite season as you.
  - ○ Create a blob with people who share the same favorite class subject as you.
  - ○ Create a blob with people who have the same number of siblings as you.
  - ○ Create a blob with people who are the same zodiac sign as you.

Potential Reflection Questions:

- How did your class work as a team? What went well? What could you have improved on?
- What was difficult about this activity? What was easy?
- Were certain rounds easier than others? If so, why? If not, why not?
- What was your role in creating the blob/line? How did you contribute to your team? (e.g. I led the charge, I observed first until order was established and then found my place)
- When creating a blob/line, what strategies did you use to communicate your answer?

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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 15-30 min

Resources/Materials:

- Blank copy paper
- Sticky notes

Chain Storytelling

Instructions:

- Have students divide into groups of 5-6. Ensure each group has several sticky notes and pens.
- The purpose of the game is to help build comfortability around sharing personal stories while also building connections through similarities and common experiences/interests.
- The first person begins by sharing an interesting memory or experience. This should be a quick story - keep it to 1-2 sentences! Alternatively, prompt the first person to share a highlight or ha (something funny that happened) from their week.
  - E.g. “I accidentally poured salt instead of sugar in my coffee this morning. So then I stopped at Starbucks on my way to school.”
- The next team member can jump in and tell a related story that has similar themes or elements to the previous story.
  - E.g. “Last week, I met a cute French Bulldog outside Starbucks. His name was Chunky and his owner let me pet him.”
- The next team member adds a new story related to the last.
  - E.g. I also own a dog, but his name is Remy. I love going on runs with him.”
- Team members continue taking turns and telling stories related to the immediate past story until time is up. Each person must share at least one story that connects to team mates.
- After each story, teams should write down a few words on a post-it to help remember the story and the storyteller’s name. Sticky notes should then be connected together to create a chain of the stories.
- Give teams 5-10 minutes to create the longest chain possible.
- Conduct a whole group reflection:
  - What types of connections did your team make?
  - How did it feel to share your stories?
  - What made sharing and connecting your stories easy? What made sharing and connecting your stories challenging?
  - What can others do to help you feel comfortable sharing your stories? What can you do to help others feel comfortable sharing stories?

Chain Illustrations

Instructions:

- Have students divide into groups of 5-6. Ensure every student has a blank piece of paper and a writing utensil.
- The purpose of this game is to have students understand the

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	importance of individual contribution in a team. ● Have each student begin to doodle on their blank paper. For students that need support getting started, prompt students to draw a picture of their ideal day (e.g. What does this look like? Who is there? Where is it set?). ● After 20 seconds, prompt students to pass their drawing to their teammate to their right. ● Start the 20 second timer again. Students must then add to the drawing they just received. They can draw something new, or adapt what was previously drawn. They may not erase or scribble out any previous drawings. ● Repeat this process until drawings are returned to their starting artist. Each person must contribute to each drawing on their team. ● Have teams share their drawings with one another. ● **STOP** and **REFLECT**: ○ What did it feel like to start a drawing but not finish it? ○ What did it feel like to finish a drawing that you did not start? ○ What did it feel like to contribute to every drawing? ● Next, give teams 5-10 minutes to work together to create a story based on their drawings. Each drawing can be a different page in the story. Teams can use the following template: ○ Once upon a time... ○ Every day... ○ But, one day... ○ Because of that,..... ○ Ever since then.... ○ The moral of the story is.... ● Once teams are done, have teams staple their drawings together to create a storybook. If teams finish early, encourage teams to add a title/cover to their story or start a new one. ● **STOP** and **REFLECT**: ○ What did you team do well while creating your story? What core values did you have to leverage to successfully create the story? ○ What was difficult about creating the story? What would you do differently or improve to make this task easier if you did this again? ○ How did it feel to add your individual touches to the story? How does it feel to have created a story unique to your team? ○ Why is it important to offer equal space for everyone to contribute their talents and stories? How does equity of voice contribute to a stronger community?

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ARC Objectives:

- ➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences
- ➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 30-45 min

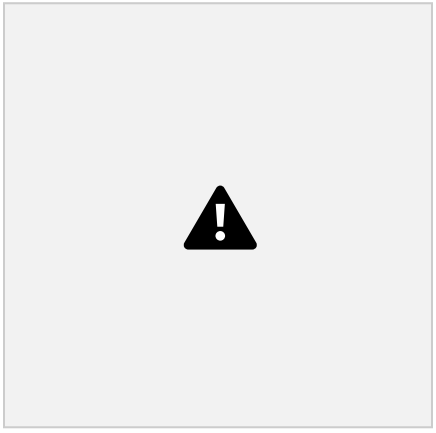
Resources/Materials:

- Paper
- Pencil/Pens
- Container

Instructions:

- Cut up scraps of paper so that each player has 5-10 pieces each.
- Have each player write down a different "person, place, or thing" on each slip of paper. (e.g. Taylor Swift, my mom, water bottle, McDonalds)

● Fold up everyone's pieces and put them inside a container. ● Next, split the group into two different teams. Have teams sit in a circle so that each team sits on the same side of the circle.



- **Round 1: Taboo Rules**
  - One person from Team 1 will be the caller and the rest of Team 1 will try to guess what's written on each piece of paper – i.e. clue. The caller will have 30 seconds (adjust based on amount of clues or ability of people playing) to get their team to guess as many clues as they can.
  - The caller will remove one slip of paper at a time and has to get their team to guess *without* saying the word or any portion of the word written on the paper. The caller will continue to draw words as the team guesses in the 30 seconds given.
    - After the 30 seconds is up, Team A tallies their correct guesses and play passes to Team B. Repeat the steps above until all papers have been guessed. Rotate callers throughout.
  - After all papers have been guessed, have teams tally their total points to get their score for this round.
- **Round 2: Charades Rules**
  - Place all the clues back in the bowl. (The trick here is to remember the clues from Round 1 to help guess in Round 2.)
    - Play operates exactly as above, the only difference being now the caller has to act out the answers without speaking.
  - Repeat until all papers have been guessed.

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	○ After all papers have been guessed, have teams tally their total points to get their score for this round and add their score to their score from round 1. ● **Round 3: One Word Rules** ○ Place all the clues back in the bowl. (Let's hope you were paying very close attention for the first two rounds...) ○ Play operates exactly as above, only now the caller can only use one word as their clue. ○ Repeat until all papers have been guessed. ○ Have teams tally their final score. The team with the highest score wins! **Potential questions for reflection:** ● What was easy/difficult about this activity? ● Which round was the easiest/most difficult? Why? ● What did you enjoy most about this activity? ● How did you contribute to your team? ● How did your team work together during the activity? ● How did your team leverage non-verbal cues and body language to succeed in this activity? ● If you were to play again, what would you do differently?

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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 30-45 min

Resources/Materials:

- Lost at Sea (student handout & scorecard)
- Lost at Sea - Coast Guard Rank & Results (to display on board or 1 per group)

Instructions:

- Give each student a "Lost at Sea" handout and read students the following instructions:
  - You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.
  - You are given a list of 15 items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars large enough to carry yourself and the crew and a handful of matches.
  - Your task is to rank the fifteen items in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. You will do this twice: once alone and once as a group.
- Give students 5-10 minutes to rank the items on their own in step 1.
- After students have had time to rank their items, have students form groups of 3-5. Give groups 15-20 minutes to work together to rank the items as a group in step 2.
- Next, share the coast guard ranking of items and have students record the coast guard ranking in step 3. Then, give students time to calculate their group score and their team score.

Potential Reflection Questions:

- What was easy/difficult about this activity?
- What did you learn about your group or working as a team? ● How did your group reach consensus?
- How did you ensure that every person in your group had a chance to share their perspective?
- What items did your rank differ from your group rank? What changed your mind?
- How did your individual score differ from your group score? ● What are the benefits of working as a team?
- How can you navigate conflict on a team when members have differing opinions?

Name: _____ Class: _____

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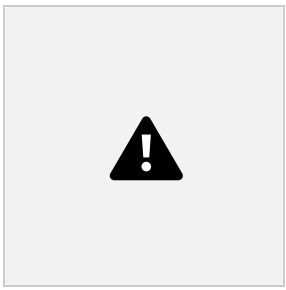
Lost at Sea!

You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.

Below is a list of 15 items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars large enough to carry yourself and the crew and a handful of matches.

Your task is to rank the fifteen items in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important. You will do this twice: once alone and once as a group.

Sextant			Gasoline (10 L)	
Mirror			Small radio	
Mosquito Netting			Plastic sheet (20 square feet)	

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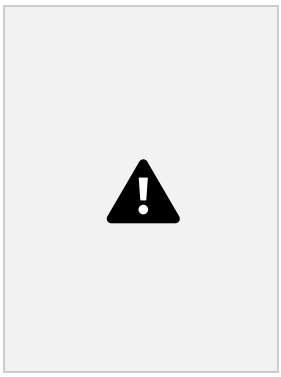
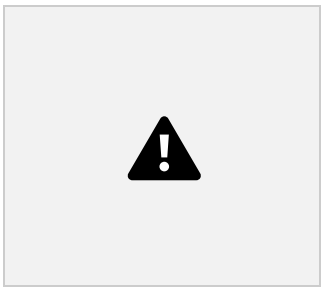
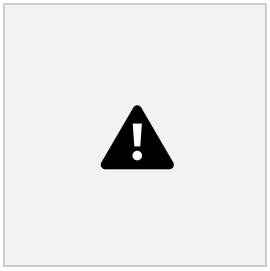
Container of water (25 L)			Shark repellant (1 can)	
1 case of MREs (Meals, Ready-To-Eat)			Antiseptic spray (1 bottle)	
Map of the Pacific Ocean			Nylon rope (15 feet)	
Floating Seat Cushion			Chocolate bars (2 boxes)	

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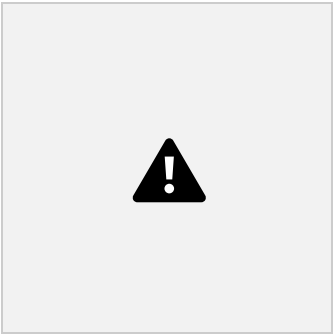
			Ocean fishing kit with a pole	

Lost at Sea! Scorecard

Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Sextant					
Mirror					
Mosquito Netting					
Container of water (25 L)					
1 case of MREs (Meals, Ready-To-Eat)					
Map of the Pacific Ocean					
Floating Seat Cushion					
Gasoline (10 L)					
Small radio					
Plastic sheet (20 square feet)					

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Shark repellant (1 can)					
Antiseptic spray (1 bottle)					
Nylon rope (15 feet)					
Chocolate bars (2 boxes)					
Ocean fishing kit with a pole					

According to the “experts,” the basic supplies needed when a person is stranded in mid-ocean are articles to attract attention and articles to aid survival until rescue arrives.

Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signaling devices, there is almost no chance of being spotted and rescued.

Sextant	15 Useless without the relevant tables & a chronometer.
Mirror	1 Of all the items, the mirror is absolutely critical. It is the most powerful tool you have for communicating your presence. In sunlight, a simple mirror can generate five to seven million candlepower of light. The reflected sunbeam can even be seen beyond the horizon.
Mosquito Netting	14 There are NO mosquitoes in the middle of the ocean.
Container of water (25 L)	3 Vital to restore fluids lost through perspiration. Quantity will supply rations for your group for several days.

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1 case of MREs (Meals, Ready-To-Eat)	4 This is your basic food intake.
Map of the Atlantic Ocean	13 Worthless without navigation equipment
Floating Seat Cushion	9 Useful as a life preserver if someone fell overboard.
Gasoline (10 L)	2 2nd most critical item for signaling. The mixture will float on water & can be ignited using the matches.
Small radio	12 You would be out of range of any radio station.
Plastic sheet (20 square feet)	5 Can be used to collect rain water & shelter from wind & waves.
Shark repellant (1 can)	10 To repel sharks, of course!
Antiseptic spray (1 bottle)	11 Can be used as an antiseptic for any injuries. Not to be ingested as it will cause dehydration.
Nylon rope (15 feet)	8 Could be used to lash people or equipment together to prevent being washed overboard. There are a variety of other uses but not high on the list for survival.
Chocolate bars (2 boxes)	6 Your reserve food supply.
Ocean fishing kit with a pole	7 Ranked lower than chocolate as there is no guarantee you'll catch fish. Pole could be used as a tent pole.

Scores:

0-25	Excellent	You demonstrated great survival skills. Rescued!
26-32	Good	Above average results. Good survival skills. Rescued!
33-45	Average	Seasick, hungry and tired. Rescued!
46-55	Fair	Dehydrated and barely alive. It was tough, but rescued!
56-70	Poor	Rescued, but only just in time!
71+	Very Poor	Oh dear, your empty raft is washed up on a beach, weeks after the search was called off.

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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Tinker. Understand:** Thinks beyond what is currently possible

Timing: 15-30 min

Resources/Materials:

- Sticky notes/scraps of paper
- Blank paper/device to create a poster

Instructions:

- Give each student a sticky note/scrap of paper and have them write a random object (e.g. paper clip, sock, water bottle).
- Fold up each sticky note and place them in a container to mix up. Then, redistribute the sticky notes randomly.
- Have students pair up and in their pairs, they must invent something new that combines their two objects. The new object can be something that serves a completely new function or combines the functions of their original objects.
- Give pairs time to create an poster for their mash-up invention that includes:
  - A sketch of their new invention
  - The name of their new invention
  - A description of their invention that includes its function
  - Who the invention is for
  - Why someone should buy their invention
- Have groups share out their inventions and have groups vote on their favorite.

Potential Questions for Reflection:

- How did you decide on your final invention? What would you change if you had more time?
- How did your group work well together? What strategies did you use to be successful?
- What was difficult about working as a team? How can you improve? ● How did innovation in this activity promote teamwork? How did it hinder teamwork?

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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 15-20 min

Resources/Materials:

- Blank copy paper (25 sheets) and Minefield Maze Map
- Random classroom objects & blindfold

Minefield Maze

Instructions:

- Set up 25 pieces of paper in a 5x5 grid on the floor.
- Explain to students that the goal of this game is to get the entire class through the minefield without exploding. If they do explode, everyone starts over.
- Rules:
  - One person at a time can walk through the mine.
  - You can not go a second time until everyone has had a chance to try.
  - Show students which square to start on and point out the side of the grid that they will be exiting.
  - Inform students that they can move forward and backward or sideways, but they cannot step diagonally.
  - Inform students that there is one designated path out of the field and it will not change, so it is important to pay attention to the progress classmates are making and what we can learn from errors.
  - Once students are clear on the rules, have them begin. If they do not follow the path on the map, they must start over. Continue until each person has successfully made it through the field. If there is more time, you can create another map.

Minefield Pairs

Instructions:

- Set up a start line and a finish line in the room. Then, scatter a random assortment of materials around the room between the start and the finish line (e.g. chairs, desks, pencils, textbooks, tape).
- Have each student pair up with a random partner.
- Partners will work together to get through the minefield of obstacles on the floor. One partner will need to be blindfolded or keep his/her eyes closed and will not be allowed to talk. The other partner is allowed to see and talk, but is not allowed to touch the other person. Have each pair decide which role they want to play and distribute blindfolds.
- Explain that the goal is for each blindfolded person to get from one side of the space to the other. He/she must safely avoid touching the scattered materials by carefully listening to the verbal guidance of their partner. If someone touches an item, they have to start over.
- Give each pair a few minutes of planning time. Then have blindfolded partner pairs enter the area with the scattered materials. Remember, the blindfolded person can't talk; he/she must just listen and walk. The guider can't touch his/her partner but can speak to his/her partner.

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	After a pair successfully reaches the other side, swap roles and repeat the process. **Potential Questions for Reflection:** ● What was easy/difficult about this activity? ● How did it feel to start over? ● What strategies did you use to communicate or work as a team? ● How did you support your partner/classmate? How did they support you?

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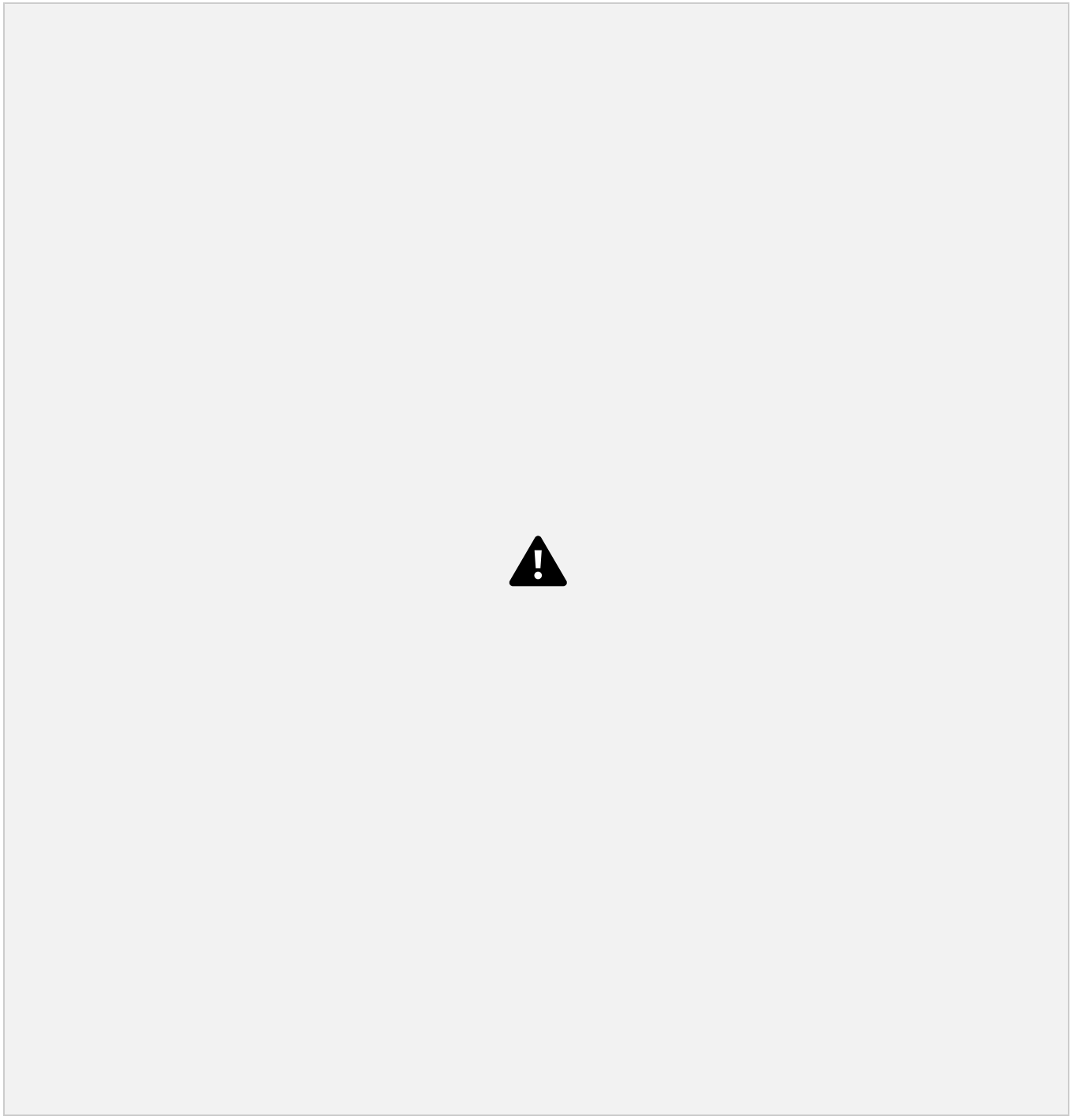

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ARC Objectives:

- ➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences
- ➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 15-20 min

Resources/Materials:

- Blank copy paper OR index cards

Numbers Scramble

Instructions:

- Split students into groups of 10.
- Have each group create a set of number cards using blank sheets of copy paper. To create a set, write the numbers 0-9 each on their own paper (one number per paper).
- Have groups randomly assign a number to each team member and tape the corresponding number to their shirt.
- Explain to groups that you will call off a random number and groups must form the number by standing in the correct order based on their assigned number.
- The group to create the number the fastest wins the round. The first team to win 5 points wins the game.
- Rounds:
  - 253,891
  - 73,690,154
  - 162,357,890
  - 4,297,081,563
  - 2,095,643,781

Numbers Race

Instructions:

- Create 5-7 sets of number cards using index cards. To create a set, write the numbers 0-9 each on their own index card (one number per card). You need at least one set per group playing.
- Designate a “Number Tank” on one side of the classroom or at the end of the hallway.
  - This game works best in a hallway or a space with minimal objects in the walkway.
- Randomly scatter numbers face down in the number tank so that they are in no particular order.
- Split students into groups of no more than 10. Groups should be as even as possible.
- Next designate a home base/start line for groups on the other end of the hallway/classroom. Explain that you will call off a random number and groups must recreate the number using the numbers cards from the number tank using the following rules:
  - Only one person from the team is allowed to leave their home base at a time.
  - You can only retrieve one number out of the number tank at the time.
  - Each person on the team must participate.

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	○ Teams may ask for the number to be repeated only once. As the facilitator, if requested, you will quietly whisper the number to one team member of the requesting team. ○ When finished, teams will shout the magic word (e.g. Bingo, yahoo, finished, etc. Determine this as a class). The team to recreate the number first wins. ● Once teams are clear on the rules, read out the number to the whole group twice. ○ Round 1: 73,401 ○ Round 2: 237,981,065 ○ Round 3: 4,935,162,708 **Potential Questions for Reflection:** ● What was easy/difficult about this activity? ● How did you ensure everyone contributed/had a role on your team? ● What strategies did you use to be successful?

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ARC Objectives:

➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences

➕ **(A) Practice. Discover:** Connects with others to develop skills

Timing: 15-30 min

Resources/Materials:

○ Sticky notes of 2 different colors

Instructions:

● Set up a large tic-tac-toe board on anchor chart paper or on the board. ● Set up a starting line on the other end of the room from the room. ● Split the class into two teams and give each team a different color

sticky note. These sticky notes will be game pieces. Have each team line up next to each other behind the starting line.

● Explain that you will read a trivia question to the players at the front of the line.

● If a player answers the question correctly, they may go to the board to make their moves.

○ Move 1: Add their sticky note to the tic-tac-toe board

○ Move 2: Remove a sticky note from the opposing team

● If a player answers the question incorrectly, they must do 3 jumping jacks/count to 10 before going to the board to make their move. ● Once players have made their moves, they go to the back of their team's line.

● Play enough rounds for everyone to have played at least once. ● Conduct a **reflection** independently, in pairs, or as a whole group.

○ What was something new that you learned?

○ What strategies did you use to be successful?

○ Why was it sometimes helpful to go slowly when making your move? How could you apply this lesson to your real life?

○ How did you celebrate/support your teammates? How did they celebrate/support you?

Sample Trivia Questions

● On a standard traffic light, is the green on the top or bottom? ○ Bottom

● What was Taylor Swift's first song to chart the Billboard Hot 100? ○ Tim McGraw

● Which was the 50th state added to the US? ○ Hawaii

● In which hand is the Statue of Liberty's torch? ○ Right

● Which rapper's government name is "Jacques Bermon Webster II"? ○ Travis Scott

● What 6 colors are on the classic Campbell's soup label? ○ Blue, Red, White, Yellow, Black, and Gold.

● Before embarking on a solo career, Beyoncé was part of what R&B group? ○ Destiny's Child

● On our flag, is the top stripe red or white? ○ Red

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	● Which way does water go down the drain, counter- or clockwise? ○ Actually, it depends on the plumbing fixture. The notion that the water direction varies with the hemisphere you are in has been disproved! ● Which side of a women's blouse are the buttons on? ○ Right ● What state has the longest freshwater shoreline? ○ Michigan ● What is Drake's government name? ○ Aubrey Graham ● Whose face is on a dime? ○ Roosevelt ● What shape is a stop sign? ○ Octagon ● How many lug nuts are on a standard car wheel? ○ 5 ● How many sides are there on a standard pencil? ○ 6 ● Sleepy, Happy, Sneezy, Grumpy, Dopey, Doc. Who's missing? ○ Bashful ● How many hot dog buns are in a standard package? ○ 6 ● How many pounds are in a ton? ○ 2,000 ● On the back of a dollar bill, what is in the center? ○ ONE ● How many curves are in a standard paper clip? ○ 3

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ARC Objectives:

- ➕ **(R) Describe + Evaluate. Discover**: Talks about feelings + thoughts related to experiences
- ➕ **(A) Contribute. Understand:** Creates a plan of action to achieve a goal

Timing: 15-20 min

Resources/Materials:

- N/A

Instructions:

- Split students into two even groups and have students line up so that one team is single file facing each other (A1 = student 1, A2 = Student 2..) leaving a space in between both teams.

- Explain the rules to students:
  - You must always stay facing the same direction; no turning around.
  - You may only move FORWARD.
  - The only two valid moves are slide and skip.
    - **SLIDE**: You may move onto the blank space if it is directly in front of you.
    - **SKIP**: You may skip around ONE person on the other team onto a blank space behind them.
  - Goal: The whole team switches sides.

Potential Questions for Reflection:

- What was difficult about this activity? What was easy?
- What strategies did you use to be successful?
- How did/could starting over be helpful in this activity?
- How did you feel before/after the activity? Why?

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